



Waccamaw Intermediate School

320 Wildcat Way
Pawleys Island, SC 29585

Grades	4-6 Elementary School	
Enrollment	559 Students	
Principal	Dr. Timothy Carnahan	843-237-7071
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

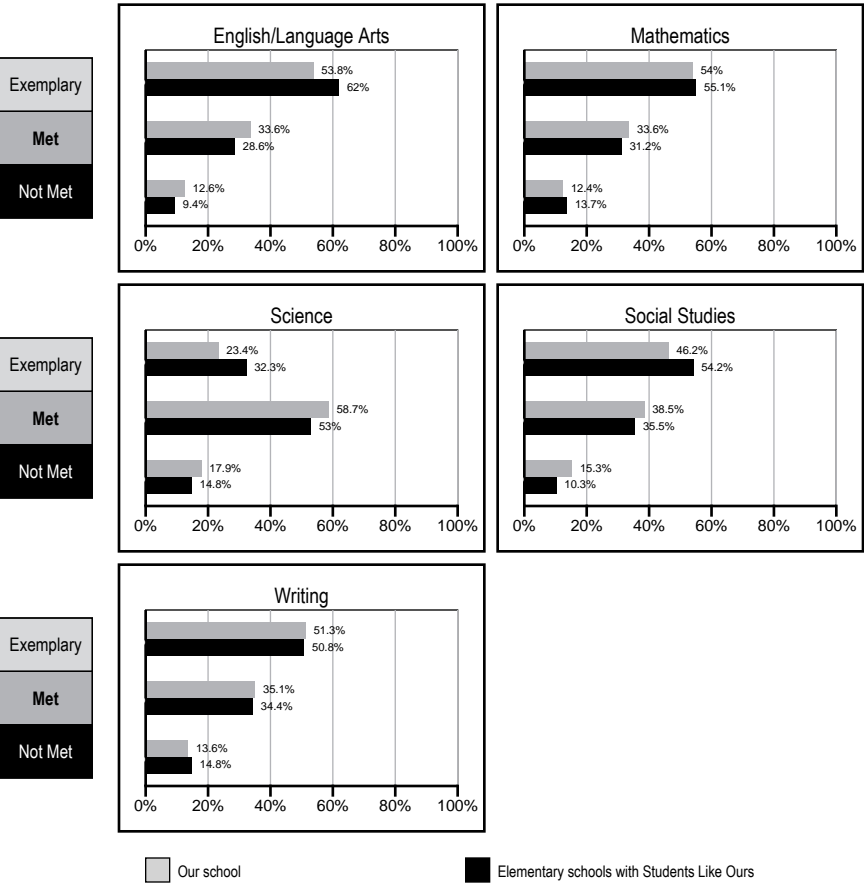
92.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
28	2	0	0	0

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=559)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.2%	Up from 0.0%	0.6%	0.9%
Attendance rate	95.7%	Down from 96.0%	96.8%	96.3%
Served by gifted and talented program	36.9%	N/A	16.8%	7.2%
With disabilities	10.8%	N/A	9.7%	12.4%
Older than usual for grade	2.0%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	78.9%	Up from 76.3%	67.9%	62.5%
Continuing contract teachers	97.4%	Up from 94.7%	90.5%	83.3%
Teachers returning from previous year	92.5%	Down from 93.4%	91.1%	88.3%
Teacher attendance rate	94.4%	Up from 93.2%	94.8%	95.0%
Average teacher salary*	\$53,081	Up 5.0%	\$50,400	\$48,193
Professional development days/teacher	9.7 days	Down from 14.4 days	10.9 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	10.3 to 1	Down from 27.3 to 1	21.3 to 1	20.1 to 1
Prime instructional time	88.3%	Up from 87.2%	90.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.2%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,209	Down 1.9%	\$6,853	\$7,364
Percent of expenditures for instruction**	65.0%	Down from 65.7%	69.0%	68.0%
Percent of expenditures for teacher salaries**	64.0%	Up from 63.8%	67.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The mission of Waccamaw Intermediate School is to provide a nurturing and safe environment full of diverse learning experiences that enable all students to become caring and productive lifelong learners in a global and technological society. It is this approach that makes Waccamaw Intermediate such an inviting, warm, safe, and child centered school.

We are a school that has high expectations for every child. Teachers engage students in learning by following the state's curriculum for all areas of instruction. We use the self-contained classroom approach to teach our students. Teachers have the flexibility to teach units of study across the various content areas. Reading, writing, and research through a balanced literacy approach has been enhanced by the High Progress Literacy Classroom initiative. Emphasis has been placed on science and technology. Science is taught using a hands-on approach as students are provided opportunities to conduct lab experiments in our state of the art science lab. Daily instruction is infused with current technology such as mobile IPAD labs, mobile laptop labs, Promethean software, Active Response devices and many other instructional technology resources. In addition to our academics, students find success through engagement in the areas of the performing arts and extracurricular activities such as Band, Steel Drum Band, Chorus, Art Enrichment, Wrestling, First Tee Golf, First Lego League Team and drama performances. Our parents are amazing supporters at Waccamaw Intermediate. Through our outstanding PTO, our parents and community members have provided an overwhelming amount of support through their time, talents, and gifts. Waccamaw Intermediate believes that we must all work together for our students to be successful.

We believe that best practices on behalf of teachers, students, parents, administrators and community are evidenced by our awards based on student success and state assessments. We are most proud of our school's recognition as recipients of the Palmetto Gold Award for academic achievement and closing the achievement gap. Working together for students' success makes the difference.

Dr. Timothy Carnahan, Principal
Becky Fico, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	24	180	76
Percent satisfied with learning environment	100%	93.9%	92.1%
Percent satisfied with social and physical environment	95.6%	93.3%	93.6%
Percent satisfied with school-home relations	100%	94.3%	96.1%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	91.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Waccamaw Intermediate School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.6%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.5%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	677.9	677.6	638.3	668.5	99.8	99.8
Male	671.5	674.8	636.8	667.6	100.0	100.0
Female	684.3	680.3	639.8	669.3	99.6	99.6
White	687.6	689.2	649.8	681.7	99.8	99.8
African American	641.8	634.2	591.6	621.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	621.1	599.6	585.0	606.6	98.3	98.3
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	653.6	655.2	613.9	640.1	99.5	99.5
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

Grades 6-8

All Students	672.7	675.0	646.1	660.6	99.8	99.8
Male	670.1	674.8	647.2	666.6	100.0	100.0
Female	676.5	675.3	644.7	651.6	99.6	99.6
White	681.9	686.0	655.5	669.8	99.8	99.8
African American	631.0	624.6	591.9	626.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	98.3	98.3
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	638.6	633.5	615.7	620.9	99.5	99.5
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	212	100	12.7	32.2	55.1	87.3
	5	182	100	12.6	29.3	58	87.4
	6	219	100	15.1	27.8	57.1	84.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	151	100	12.3	33.6	54.1	87.7
	5	214	99.5	9.2	38.6	52.2	90.8
	6	196	100	15.8	28.9	55.3	84.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	212	100	14.6	32.7	52.7	85.4
	5	182	100	13.2	32.8	54	86.8
	6	219	100	11.8	33	55.2	88.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	151	100	10.3	32.9	56.8	89.7
	5	214	99.1	12.1	32.5	55.3	87.9
	6	196	100	13.7	36.3	50	86.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	212	100	20	61.5	18.5	80
	5	93	100	12.5	44.3	43.2	87.5
	6	110	98.2	16	56.6	27.4	84
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	151	100	18.5	61.6	19.9	81.5
	5	108	100	16.2	64.8	19	83.8
	6	98	100	18.8	47.9	33.3	81.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	212	100	10.7	48.3	41	89.3
	5	89	97.8	17.6	38.8	43.5	82.4
	6	110	99.1	16.2	48.6	35.2	83.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	151	99.3	11.7	38.6	49.7	88.3
	5	106	99.1	17.6	31.4	51	82.4
	6	98	100	18.1	46.8	35.1	81.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	182	98.9	16.1	33.9	50	83.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	152	98	13.1	33.8	53.1	86.9
	5	211	99.5	14.4	31.3	54.3	85.6
	6	194	99.5	12.2	40.7	47.1	87.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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